



THE EFFECTIVENESS OF PEER REVIEW TECHNIQUE IN IMPROVING THE STUDENTS' WRITING ABILITY IN RECOUNT TEXT AT JUNIOR HIGH SCHOOL LEVEL

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ABSTRACT

The objective of this research was aimed to investigate the effectiveness of peer review technique in improving the students' writing ability in recount text at Junior high school level. The method of the research was quasi-experimental design with control and experimental group and post-test only. The population of this research was the entire eight grade students of SMPN 1 Pringgarata. The cluster random sampling was used in the sampling technique. There were two classes of eight grade students as the sample of this research. They were VIII A that consists of 32 students as the control class and VIII B that consists of 30 students as the experimental class. Test and questionnaire were the instruments of this research. The data collected from the tests were analyzed by using independent sample t test and MANOVA through SPSS. Results show that the independent sample t-test was 0.001 for motivation and 0.000 for the writing ability. Moreover, the result of MANOVA test was 0.000. The results were consulted to the score of the significant value generated Sig. (Pvalue) < $\alpha = 0.05$. Thus, H_0 was rejected and H_a was accepted. In other words, the result of the study revealed that peer review gave significant effect to the students' writing ability in recount text. It can be concluded that there is a significant effect to the students' writing ability who taught using peer review.

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INTRODUCTION

The current foreign language education emphasizes on language production and to develop students' ability for communication. One of the productive and communication skills in foreign language is writing, in this case students are supposed to write in the target language comprehensibly and to enable the students to communicate in written English. Writing ability is defined as essential ability for students to master for academic purposes and as a work and life skill (Swandi & Netto-Shek, 2016). Furthermore, mastery at writing will induce a lot of advantages for us. Unfortunately, though writing is a very crucial ability to be mastered and as one of the communication activities, it has been neglected compared with the other English skills and many students are uninterested, since writing is considered as complex and difficult skill to be mastered.

Elbow (1973) said that writing a two-step process. The first is figuring out the meaning and the second is putting the meaning into language. It means that writing is a productive process done through some stages. Firstly, exploring and transmitting ideas, thought and feeling into written form. Secondly, conducting a number of revising process to carry out a grammatically and orderly texts. The writing productions are in the forms of readable texts which should be meaningful to everyone who read the writing.

Furthermore, it can be stated that writing skill is a complex activity in producing a qualified writing. The complex activity consists of stages as the steps in writing. To improve students' writing skill, the teaching and learning process of writing needs to be done well with developed input and effective activities. As a result, teachers need to consider the teaching of writing skill well based on their student's needs, ability and capacity.

Furthermore, it can be stated that writing skill is a complex activity in producing a qualified writing. The complex activity consists of stages as the steps in writing. To improve students' writing skill, the teaching and learning process of writing needs to be done well with developed input and effective activities. As a result, teachers need to consider the teaching of writing skill well based on their student's needs, ability and capacity. Many students do not feel confident enough to express their ideas in the written form. They feel afraid to make mistakes in grammar and the formal language use in their written form. They also feel embarrassed if their mistakes may lead the confusion of their idea. As a result, many of the eight grade students in SMPN 1 Pringgarata make errors on their written works.

Based on that fact, a solution is needed to improve the result of teaching writing. Peer review is taught as the technique that should be implemented in teaching and learning writing. It will provide students opportunity to evaluate their peers' work. Hopefully, this technique is able to improve students' writing ability as well.

Definition of writing is conveyed differently by some experts. They are; (a) Harmer (2007) states that writing is the representation of language in a textual medium through the use of a set of sign or symbols (known as a writing system); (b) says that writing is various stages (planning, drafting, editing, etc.) that writers go through in a variety of sequences in order to compose written text. (c) Writing is considered a problem-solving process in which writers attempt to produce visible, legible, and understandable language reflecting knowledge of their topic or thoughts and feelings. Graham (1982) states that writing is making their meaning that known to others and the endgame is conveying ideas and emotions to someone else, most likely an absent other to be more creative and push the students to critical thinking and more active. (Taufik, 2020).

Pajares and Valiante (1999) found that self-efficacy beliefs and prior writing achievement (using English/language arts grades) were the only significant predictors of teachers' ratings of students' writing competence; writing apprehension, self-concept, perceived task value, and self-efficacy for self regulation did not contribute significantly to the prediction of writing competence. According to Bandura (1997), when prior achievement in writing is used as a predictor of current writing performance, the prior impact of motivational determinants of writing performance also are captured by the measure of prior writing achievement. This is an important consideration when examining factors that influence writing motivation and performance.

There are many types of English text that taught in the level of junior high school such as descriptive, narrative, procedure and recount. It can be concluded that there are many kinds of text that must be mastered by the students in writing for increasing the students' writing ability. A recount is a piece of text that retells past events, usually in the order in what they occurred. Its purpose is to provide the audience with a description of what occurred and when it occurred (Graham, 1982). Recount texts include experience, eyewitness, newspaper reports, letter, television interviews and speeches.

Testing is important for almost all the people involved in the education process. Language testing has long been an important area in applied linguistics, partly because construct such as language proficiency has to made explicit if they are serve as models for testing design and validation purposes (Allison, 1990). The learners want to know how well he is doing and want 'the piece of' at the end of the course that will help open professional doors. The teacher wants to know not only how the learners is progressing but also how he, the teacher, is succeeding in his job (Harmer, 2007).

The term peer-review in this study refers to peer feedback (Gielen, et al., 2010), peer response (Liu & Hansen, 2002), or peer editing in teaching writing. Peer-Review is the use of learners as sources of information for each other in such a way that learners assume roles and responsibilities normally taken on by a formally trained teacher, tutor, or editor in commenting on and critiquing each other's drafts in both written and oral formats in the process of writing (Hansen & Liu, 2005). In other words, peer-review supports process writing with a focus on drafting and revision and enables students to get multiple feedback (e.g. from a teacher, a peer, and from oneself) across various drafts. Most importantly, it builds audience awareness; helps make reading-writing connections; and builds better content, linguistically, semantically and rhetorically through multiple exposures of a draft text.

A recent study by Cho, Schunn and Charney (2006) contends that peer-review is ubiquitous in 1st year compositions. Composition instructors have come to see peer review as an essential practice, partly because it ensures a round of drafting and revising and partly from an assumption that writers benefit both from commenting and from reading comments. However, given the myriad ways in which peer review is enacted in teaching writing, it is important to enquire further into the consequences, positive and negative of various aspects of the Peer Review process.

There are various reasons that account for the popularity of using Peer Review in writing classes at university level according to the literature: (a) students find peers' feedback a valuable source of information and a supplement to any teacher's feedback (Hu, 2005), (b) students find teacher's feedback too general, vague, incomprehensible, and/or authoritative compared to feedback from peers which is perceived to be more specific (Zamel, 1985), (c) it

helps teachers “to escape from the tyranny of red pen and explore an activity that can complement her own feedback to her students” writing, collaborative peer-review is a potentially rewarding option” (Rollinson, 2005, p. 28), (d) the response and revision process contributes to more effective revision and critical reading (Rollinson, 2005; Mangelsdorf, 1992), (e) it provides a real audience for students’ writings (Rollinson, 2005; Suprajitno, 1998).

In line with the above opinions, Ferris (2003, p. 70) also acknowledges some practical benefits of Peer Review: (1) Students gain confidence, perspective, and critical thinking skills from being able to read texts by their peers writing on similar tasks; (2) Students get more feedback on their writing than they could from the teacher alone; (3) Students get feedback from a more diverse audience bringing multiple perspectives; (4) Students receive feedback from non-expert readers on ways in which their texts are unclear as to ideas and language; (5) Peer Review activities build a sense of classroom community.

Other researchers contend that Peer-Review encourages collaborative dialogue in which two-way feedback is recognized for supporting their learning and knowledge development (Richardson, et al., 2007). Learning is facilitated through the Peer Review process (Topping, et al., 2000; Wood & Freney, 2007). Other researchers consider that through this technique a sense of tolerance and acceptance towards peers’ criticism is developed (Rollinson, 2005). It improves confidence, helps to develop a sense of community and leads students to consider alternative strategies (Schultz, 2000). It allows them to be exposed to a variety of writing styles (Harris, 1992; Hu, 2005), and while reviewing, students benefit cognitively by articulating explanations to their peers (Wooley, 2007). These benefits are the frequently-cited merits of Peer Review regardless of its format.

Ferris (2014) stated that Peer review is in part due to the widespread influence of process oriented writing instruction, which encourages the production of multiple drafts of writing with response and revision. Feedback can motivate and improve learning, so it is essential for students to be provided with effective, timely and appropriately (Pearce, 2009). Feedback that focuses on growth rather than grading tends to make sense to students and is far more likely to advance student learning than feedback that does not make sense to students (Ferris, 2004). Students are more motivated to engage with and use feedback when the immediate utility of that feedback is clear. They want feedback to be something that helps them do better in the next task or, when feedback is given on drafts, something that can immediately be used to improve the final product (Min, 2006).

Fundamental issues relating to peer review, such as how to train students, how to form groups, the types of activities to conduct, and the methods to be used are all dependent on the unique needs of the students involved (Rollinson, 2005). Many studies, however, support the idea that peer review can be extremely effective for a variety of reasons when they are used correctly, especially when students are trained on how to give and use feedback (Min, 2006). Teachers can incorporate it as a way to present writing skills to students, ideally creating a student-centered classroom with learners capable of critically evaluating their own written work (Braine, 2003).

Peer review for L2 learners also provides students with the opportunity to use language in the classroom in a meaningful way (Krashen, 1982), thus improving not only their writing but also allowing them to practice their listening and speaking abilities (Tang & Tithecott, 1999). Peer review sessions can teach students important writing skills, such as writing to a real audience, seeing ideas and points of view other than their own, and

discussing how to revise writing effectively (Lee, 1997). Finally, peer review teaches students how to work in groups with their peers. Peers revise the essays and make improvements. The teachers' role here is just to facilitate where they need to guide the students and help out with difficult words and so on.

METHODS

In conducting the research the writer applied the quantitative research design as the research method. Quantitative method is a method that correlates with statistical analysis of the data, which is typically in numeric form (Creswell, 2012). Afterwards, because this study examines the effect of peer review in students' motivation and writing ability, the quasi-experimental design was applied with the matching-only posttest control and experiment group designs. Essentially, the writer assigns intact groups of the experimental and control treatments, and conducts the experimental treatment activities with the experimental group only in which using peer review technique as the treatment activity, and then administers a post-test to assess the differences between two groups (Creswell, 2012).

The population of this research is the entire eighth grades in SMPN 1 Pringgarata. They are in academic year 2022/2023. The eighth grades students of SMPN N 1 Pringgarata are taken as the population since it is done the fact that in curriculum 2013 recount text is taught. The entire eighth grades students are divided into seven classes. The seven classes are class VIII A up to G. Each of class consists of 30 – 32 students. The total of students at eighth grade in SMPN 1 Pringgarata is 220 students. The researcher chooses the classes that will be the control and experimental group by using clustered random sampling. Charles (1993) stated that Cluster sampling technique involves the random selection of groups that already exist. To make sure that the groups are chosen randomly, the researcher uses lottery to choose the experimental and control group. As a result, class D becomes the control class and class G becomes the experimental class.

In this study, the researcher used some instruments for gaining the data. The instruments were questionnaire and test. The first instrument was questionnaire which to know the level of students' motivation which deals with students' in learning writing English. It is covering intrinsic, extrinsic of motivation, task value, control of beliefs and self-efficacy for learning and performance that developed from Academic Writing Motivation Questionnaire (2012).

After collecting the data, the data was analyzed by using t-test and MANOVA to reveal the hypotheses. A t-test compares the means of the data sets to determine if there is a statistically significant difference (Stanley, 2015). The data sets are independent of one another and not related, therefore, this is sometimes referred to as the independent-sample t-test. In this study t-test was used to compare the test scores of students who got peer review technique with the test scores of student that do not use peer review technique. The t-test was to answer the first and second the hypotheses. Moreover, Multivariate analysis of variance (MANOVA)

RESULTS AND DISCUSSION

Hypothetical Test of Motivation

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2tailed)	Mean Difference	Std. Error Difference	99% Confidence Interval of the Difference	
Score	Equal variances assumed	.029	.867	9.492	60	.000	10.985	1.157	7.907	14.064
	Equal variances not assumed			9.663	48.499	.000	10.985	1.137	7.937	14.033

Based on the results obtained in the independent sample t-test above, that the value of significant generated *Sig* (Pvalue) = 0.000 < α = 0.05. So, H_0 is rejected and H_a is accepted. Based on the computation, it can be concluded that there was a significant effect of using Peer Review in students' writing motivation at the second semester of the eighth grade of SMPN 1 Tanggungnung in 2018/2019 academic year

Hypothetical Test of Writing ability

Independent Samples Test

	Levene's Test for Equality of Variances		t-test for Equality of Means						
	F	Sig.	t	df	Sig. (2tailed)	Mean Difference	Std. Error Difference	99% Confidence Interval of the Difference	
								Lower	Upper
Score Equal variances assumed	.131	.719	3.831	60	.001	9.010	2.352	2.753	15.268
Equal variances not assumed			3.824	59.225	.001	9.010	2.356	2.740	15.281

Based on the results obtained in the independent sample t-test above, that the value of significant generated $Sig (Pvalue) = 0.001 < \alpha = 0.05$. So, H_0 is rejected and H_a is accepted. Based on the computation, it can be concluded that there was a significant effect of using Peer Review in students' writing recount text ability at the second semester of the eighth grade of SMPN 1 Tanggunggunung in 2018/2019 academic year.

Result of MANOVA Test

Multivariate Tests^c

Effect	Value	F	Hypothesis df	Error df	Sig.	Noncent. Parameter	Observed Power ^b
Intercept Pillai's Trace	.997	9.628E3 ^a	2.000	59.000	.000	19255.843	1.000
Wilks' Lambda	.003	9.628E3 ^a	2.000	59.000	.000	19255.843	1.000
Hotelling's Trace	326.370	9.628E3 ^a	2.000	59.000	.000	19255.843	1.000
Roy's Largest Root	326.370	9.628E3 ^a	2.000	59.000	.000	19255.843	1.000
Class Pillai's Trace	.625	49.258 ^a	2.000	59.000	.000	98.515	1.000

Lambda	.375	49.258 ^a	2.000	59.000	.000	98.515	1.000
Hotelling's Trace	1.670	49.258 ^a	2.000	59.000	.000	98.515	1.000
Roy's Largest Root	1.670	49.258 ^a	2.000	59.000	.000	98.515	1.000

a. Exact statistic

b. Computed using alpha = .05

c. Design: Intercept + Class

Based on the table above, the significant value of F class test of Pillai's Trace, Wilk's Lambda, Hotelling's trace and Roy's Largest Root showed 0.000. It was less than 0.05. All of the significance values were significant. Thus, the null hypothesis was rejected. It meant that, the statement which stated 'there is no significant effect of peer review on students' writing motivation and writing ability' was rejected. Henceforth, it could be concluded that there is a significant effect of peer review on students' writing motivation and writing ability. Furthermore, to know the differences writing motivation and writing ability both experimental and control classes, the analysis result of Test of between Subject-Effects could be used.

CONCLUSION

After conducting the research and analyzing the data, the researcher draws a conclusion based on the hypotheses as follows: 1. There is a significant effect of Peer Review on students' writing motivation, 2. There is significant effect of peer review in students' writing ability in recount text, and 3. There is a significant effect of Peer Review on students' writing motivation and writing ability. Because by seeing the result of the data calculation in the previous chapter where null hypothesis (H₀) was rejected, and alternative hypothesis (H_a) was accepted, it means that the researcher assumption is true that is to say, Peer Review Technique can give a significant on students' writing motivation and ability in writing recount text. It was supported by the scores achieved by that students in which they got higher scores both in questionnaire and writing test after the researcher gave the treatment by using Peer Review Technique as a technique in teaching writing.

The significant influence can be seen from Sig. (2-tailed) of the equal variance assumed in the independent sample t-test table where the Sig. (2-tailed) is 0.000 for the students' motivation and 0.001 for the writing test. Both the scores are lower than $\alpha = 0.05$ and its mean H₀ is rejected and H_a is accepted. Thus, the significant value of Fclass test of Pillai's Trace, Wilk's Lambda, Hotelling's trace and Roy's Largest Root showed 0.000. It was less than 0.05. All of the significance values were significant. Thus, the null hypothesis was rejected. It can be proved from the hypothetical test, where alternative hypothesis is accepted and null hypothesis is not accepted..

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